

St Paul's College, Ponsonby

Policy Title:	CHILD PROTECTION
Related NAG's:	5- Provide a safe physical and emotional environment
Approved by:	Leadership Team
Board Approval:	February
Contact:	Leadership Team
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PURPOSE

All children and young people should be treated with dignity and respect and have the right to have their needs met in a safe physical and emotional environment. St Paul's College (the School) is committed to ensuring the well-being and safety of its students. This policy has been created in accordance with *Part 2 of the Children's Act 2014*.

This document contains the policy and procedure guidelines covering the identification, reporting and response to child abuse and neglect by School employees and contractors (Staff). It refers to circumstances where allegations of child abuse are received concerning students enrolled at the School. Such allegations include child abuse:

- a) by a Staff member; or
- b) reported to a Staff member

SCOPE

This policy is applicable to all Staff, volunteers and students.

DEFINITIONS

For the purpose of this policy, abuse includes:

- a) neglect
- b) physical abuse
- c) sexual abuse
- d) emotional abuse

A young person may be harmed by a parent/legal guardian, sibling, relative, caregiver, teacher, coach, peer, acquaintance or a stranger. The harm may result from a direct act or by the failure to provide proper care resulting in:

- 1. Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, causing long-term serious harm to the child's health of development. Neglect could involve parents or caregivers providing inadequate: food, nourishment, clothing, housing, medical care, supervision, or emotional care. It could also include allowing chronic truancy and an inattention to the young person's educational needs. Each of these actions may impair a student's health, development and education.
- 2. Physical Abuse:** Behaviour or action that results, or may result, in injury to a young person. Physical abuse could involve being kicked, beaten with fists, objects and weapons, strangulation, poisoning, and being burned.
- 3. Sexual Abuse:** Any sexual activity or experience that is imposed upon or participated in where the young person's innocence, trust and/or powerlessness is exploited, whether consent is given or not. This uninformed consent may be made through the use of fear, bribes and threats. It may be perpetrated by an adult or another child. The activity may be physical, and/or non-physical such as (but not limited to); exhibitionism, exposure to pornographic imagery, suggestive behaviours or comments.

- 4. Emotional Abuse:** This includes severe emotional neglect, ill-treatment and/or rejection which has a significant effect on the behavioural and emotional development of the young person. It often occurs when there are extreme power differentials and can include, for example, yelling, isolation, degradation, constant criticism or negative comparison to others. Exposing a young person to family or intimate partner violence is also considered emotional abuse. It may reduce a person's ability to trust others, to develop friendships, lowers self-esteem and therefore the ability to achieve or to have a sense of well-being. Emotional Abuse is a component of all abuse, and can be the main form of abuse.

POLICY STATEMENT

The School has ethical and professional responsibilities to ensure that its students are:

- a) safe from harm wherever abuse is current
- b) able to receive access to appropriate counselling wherever past abuse is disclosed

The New Zealand Police, Oranga Tamariki, and other statutory agencies, have clearly defined legal processes and responsibilities in the event of abuse being reported to them. While it is not always mandatory for the School to report all instances of abuse to such agencies, ethically it is important to do so if the student is in an unsafe situation.

The School recognises that there is increasing awareness that abuse of children can and does happen, and is determined to make a positive difference to this problem. All Staff, volunteers and students have a responsibility to ensure that the appropriate authority is notified when there is a belief a young person has been, or is likely to be, abused or neglected.

The School will always seek to ensure:

1. that the safety of the child or young person is the first consideration
2. that all complaints are taken seriously and dealt with effectively
3. that in the case of a complaint against a Staff member, appropriate procedures are followed to protect the rights of that employee
4. that clear procedures are in place in the event of a disclosure of child abuse to a Staff member
5. that confidentiality/privacy obligations are appropriately balanced against information sharing/reporting obligations

The designated person responsible for overseeing and reviewing Child Protection policies and procedures on an annual basis is the Deputy Headmaster – Pastoral & Operations.

The School is committed to the continuous improvement of the School's Child Protection practices.

RESPONSIBILITIES

The Board delegates responsibility for the implementation of this policy and the associated child safety procedures to the Headmaster. The Headmaster or his delegate will:

1. Comply with relevant legislative child safety procedural requirements and responsibilities
2. Ensure this policy is available on the School's intranet site or available on request
3. Ensure that every contract, or funding arrangement, that the School enters into requires the adoption of child protection policies where required
4. Ensure the interests and protection of the young person is paramount in all circumstances
5. Recognise the rights of family/whanau to participate in the decision-making about their children
6. Provide information so Staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by young people and allegations against Staff members and are able to take appropriate action in response
7. Support all Staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
8. Promote a culture where Staff feel confident they can raise issues of concern
9. Consult, discuss and share relevant information, in line with commitments to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual young person

10. Make available professional development, resources and/or advice to Support Staff to carry out their roles in terms of this policy
11. Ensure that this policy forms part of the initial Staff Induction programme for each Staff member
12. Ensure practices and procedures within the School are consistent with a student protection approach (and within that, ensure this policy is reviewed within three years)

RELATED DOCUMENTS

The Children's Act 2014

Children's Action Plan – New Zealand Government

Privacy Act 1993

Children, Young Persons, and Their Families Act 1989

Child, Youth and Family Guidelines

Employment Policy

Health and Safety at Work Act 2015

APPENDICES

The following documents provide information relating to the School's guidelines and procedures:

- Appendix I: Guidelines Governing the Reporting of Child Abuse and Neglect
- Appendix II: Guidance to Staff on the Identification of Possible Child Abuse and Neglect
- Appendix III: Procedures for Dealing with Child Abuse Allegations against School Employees
- Appendix IV: Procedures regarding the Reporting of Child Abuse and Neglect to School Employees
- Appendix V: Guidelines regarding Confidentiality and Information Sharing
- Appendix VI: Guidelines regarding Interviews with the New Zealand Police and/or Oranga Tamariki
- Appendix VII: Guidelines regarding Staff Professional Development on Child Protection Practices
- Appendix VIII: St Paul's College School Crisis Plan (Below)

APPENDIX I: Guidelines Governing the Reporting of Child Abuse and Neglect

1. The student's well-being and safety is paramount, so prompt and effective help needs to be available for students in danger of abuse and neglect.
2. The pattern of abuse needs to be broken and support given to the student.
3. Privacy and confidentiality must be considered and respected at each step of the reporting process. Further guidance on this is included in Appendix V.
4. All concerns of potential, suspected or alleged abuse or neglect must be brought to the attention of the Head of Student Services as soon as possible.
5. The Dean of Student Welfare will have responsibility for coordinating all actions, supervising Student Services staff and if appropriate, for informing statutory authorities. If the allegation is against the Dean of Student Welfare, any member of the Leadership Team can assume this responsibility. A decision will be made as to whether to notify the parents/legal guardians concerned, Oranga Tamariki or the New Zealand Police.
6. If a teacher suspects sexual abuse of a student (without a disclosure having been made by the student in question) s/he **must** consult the Dean of Student Welfare **before** any action takes place.
7. If a student makes a disclosure to a member of Staff (verbal or otherwise), that Staff member must take what the student says seriously, irrespective of setting, or the Staff member's personal opinion of what the student has disclosed.
8. Accurate records of the initial disclosure of any abuse must be kept by the Dean of Student Welfare or Staff member that the abuse is disclosed to, as it may be required in a court of law. Staff should carefully document physical/behavioural observations and anything said by the student (including date, time, who was present). It is important to listen carefully to what the student is saying, but not to interview them or ask too many questions (and where possible ask open ended questions). Ask the very basics such as who, when and where. See Appendix IV for more detail.
9. Notwithstanding the above guidelines, if a student is in immediate danger, Staff should call the New Zealand Police on 111. The School acknowledges that a report of concern for child abuse and neglect may be made by Staff as a private citizen. However, the School must be advised when a disclosure has been made by a Staff member which is connected to their work for the School.
10. Within the constraints set out, all those concerned in cases of abuse, including suspects, perpetrators, students and their families should be treated with respect and accorded full civil and legal rights.
11. Different ethnic groups have important differences in the way they handle the trauma of abuse, so a student may desire the opportunity to speak to a counsellor of the same gender and cultural background where this is reasonably practicable and to have an interpreter if required and available.
12. Since reporting of sexual abuse is not mandatory, it becomes the Dean of Student Welfare responsibility to take appropriate action, with the safety of the student being paramount. This action may include:
 - Referral to a statutory agency and/or family with or without the student's permission may occur if the Dean of Student Welfare considers the student to be unsafe in a situation of current sexual abuse. In this instance, the student will be informed of the course of action.

- Referral to an outside agency, e.g. Family Works at the Leslie Centre. This is most likely in a situation of past sexual abuse that the student is trying to work through. If the student wishes, and if the counsellor is trained and able to do so, therapy may continue with the School Counsellor. A team approach with an outside agency may also be appropriate. The Counsellor will empower the student to tell the family, but it is not the responsibility of the Counsellor to inform the family of past sexual abuse.

APPENDIX II: Guidance to Staff on the Identification of Possible Child Abuse and Neglect

Staff are required to be vigilant and to have knowledge and awareness of the signs of neglect and potential and actual abuse. Staff should act immediately in all circumstances of suspected abuse, even when the symptoms or patterns are subtle. It is important that the Staff member considers all of the available information about the young person and their environment before reaching conclusions, avoiding stereotypes or making assumptions.

It is normal for staff to feel uncertain regarding the potential existence or severity of child abuse, so immediately referring the matter to a School Counsellor is critical.

Staff should consider the below as indicators of potential abuse:

Physical signs - e.g. unexplained injuries, burns, fractures, unusual or excessive itching

Developmental delays - e.g. falling behind at School

Emotional signs - e.g. obsessive behaviour, sadness/loneliness, sleep problems, low self esteem

Behavioural concerns - e.g. age inappropriate sexual interest or play, fear of a certain person or place, aggression, substance abuse, disengagement

Other - e.g. the young person talking about things that indicate abuse

Staff should also consider the below as indicators of potential neglect:

Physical signs - e.g. looking rough and uncared for, without appropriate clothing

Neglectful Supervision - e.g. out and about unsupervised, no safe home to return to, left alone at home

Medical Neglect - e.g. persistent untreated medical issues

Sudden Change - in the student's presentation, behaviour, appearance or social isolation

It is also very useful for Staff to consider the following points if they are unsure whether to refer the matter to a School Counsellor:

What is going on in the family or young person's life that could be affecting them?

- Young people can't easily describe what they are feeling, so their emotions often come out in their behaviour. If a young person seems unusually difficult or withdrawn, aggressive or anxious, this may be a sign something is not right at home.
- If a young person is suffering from abuse or neglect, this may affect their development in a number of areas. This should be assessed by professionals whether it is abuse or not, so they can get the right help.

- The young person may be looking for ways to tell you that something is wrong, so listen carefully and take what they say seriously.
- People experiencing family violence may seem fearful or nervous, lack in confidence, and feel sad or angry a lot. Young people need to be protected from family violence, so need the help of adults around them.
- You might have a feeling that things aren't right, but there are no actual signs of abuse, and you can't quite put your finger on the problem. If you're worried, talk to the Dean of Student Welfare immediately.

APPENDIX III: Procedures for Dealing with Child Abuse Allegations against School Employees

These procedures should be followed in the event of a disclosure of abuse or suspicion of abuse by a School or Ministry employee:

1. The child or young person will be adequately protected (see Appendix IV - **Procedures Regarding the Reporting of Child Abuse and Neglect to School Employees** for more details)
2. In the event of allegations of abuse against a staff member, the employee will be advised of their entitlement to obtain support from:
 - NZEI, ISATA, PPTA Staff Liaison Officer, Counsellor or Field Officer (as applicable)
 - A lawyer
 - the Headmaster, the Board designated advocate

The decision to investigate a complaint regarding a staff member should be made by the Headmaster.

3. In the event of receiving a complaint, the Headmaster may consult the Dean of Student Welfare or to ensure the correct implementation of the **Procedures Regarding the Reporting of Child Abuse and Neglect to School Employees**.
4. The Headmaster is to keep records of concern and recommended follow-up.
5. The person accused of the abuse should be informed of the complaint and a response sought.
6. If it is decided that further action should be taken, the alleged abuser will be informed formally of the complaint and a disciplinary process may be commenced (in accordance with the School's disciplinary processes/procedures).
7. Consideration should be given to suspending the Staff member on full pay once an investigation has begun. As part of this consideration, the School should seek to avoid having the Staff member involved in any such allegation and the child or young person making the allegation remain in the same School environment.
8. Procedures should be followed in line with those set out in any collective employment contract or individual employment contract dealing with this issue.

No action taken by the School should undermine or frustrate any investigation being conducted by an external agency. Rather, the School should co-operate with any external investigations. Where doubt exists, the appropriate agency should be contacted.

SAFE WORKING PRACTICES

All Staff are expected to follow the below guidelines when working with students:

- Keep your personal and professional lives separate and avoid close personal relationships or caretaking activities with any students you meet through the School.
- Inform the Headmaster of any potential situations of possible compromise or conflict of interest that arise as part of your work.
- Limit situations where you are alone with a student. Although there may be circumstances where this is necessary, one-to-one contact must not occur on a regular basis.
- Avoid any physical contact with students. If you are in a situation where some form of physical contact is necessary, ask the student's permission first and explain what you are doing and why it is necessary. Try to always have another adult present at these times.
- Ensure that any claims of abuse or neglect by a student are taken seriously and that the guide to reporting abuse and/or neglect included in this Policy is followed.
- Ensure that use of photographic images and/or video is aligned to relevant privacy principles, policies and requirements for consent.
- Ensure that any communications with students take place within the boundaries of a professional relationship and are open to scrutiny by other adults. For example:
 - You must not have any secret social contact with students or their family/whanau;
 - You must not use or access social networking sites of students;
 - Avoid giving your personal contact details to students (including your mobile telephone number);
 - Recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible;
- Do not enter into any other relationship with a student or their family/whanau which could mean that any other section of this Policy is compromised.

APPENDIX IV: Procedures regarding the Reporting of Child Abuse and Neglect to School Employees

These procedures should be followed by in the event of a disclosure of abuse to a School employee:

1. **Listen** – a Staff member should allow the young person to say what they want. They should not put words in their mouth, nor express disbelief.

Have an awareness of the young person's cultural identity and how that affects the interpretation of their behaviour and language.

2. **Reassure the student** that it is alright to talk about this. A Staff member should try to remain calm and not show panic or alarm.
3. **Say you appreciate them speaking up**, that they have been brave enough to trust you. A Staff member should affirm the student is doing the right thing.

4. **Tell them that they can get better** and that there are people who can help with this problem and that as a Staff member you will get help for them. Because this is a serious matter, it is important that what they say is the truth. Gently ask if it is true.
5. **Write down exactly what the young person says.** Do not re-interpret in your own words. Do not ask questions beyond open prompts for the young person to continue speaking. Record the date, time and who was present.
6. **Find out if the student is safe.** If they are unsafe, contact the Dean of Student Welfare immediately who will determine whether to notify Oranga Tamariki and/or Police.
7. **Get support for yourself.** After dealing with a matter of this nature, talk to one of the Student Services team.

Remember at all times to consider the safety and well-being, and act in the best interests, of the student.

If the Police are involved, they will decide if the matter will go to court depending on the young person's willingness to testify and on how strong the case is. A charge does not have to go to court for Oranga Tamariki to act immediately to make the young person safe.

If it goes to court, a Staff member may be called to give evidence as the first person to have heard a disclosure of sexual assault. Therefore, it is important for Staff members to make a record of any allegations made to them and to retain that record.

Appendix V: Guidelines regarding Confidentiality and Information Sharing

All suspected cases of child abuse or neglect should be referred to a School Counsellor immediately. The School Counsellor will then ascertain whether advice should be sought from Oranga Tamariki and/or the New Zealand Police.

An allegation should not be shared with anyone other than the Dean of Student Welfare or one of their team members or the School's designated person for Child Protection in the first instance, which is the Deputy Headmaster (Pastoral and Operations).

Staff should also understand their obligations under the *Privacy Act 1993*, namely:

1. When collecting personal information about individuals it is important to be aware of the requirements of the privacy principles – i.e. the need to collect the information directly from the individual concerned and when doing so to be transparent about: the purposes for collecting the information and how it will be used; who can see the information; where it is held; what is compulsory/voluntary information; and that people have a right to request access to and correction of their information.
2. Care and consideration must be taken with the sharing of information. It is important that if a student is at risk of, or suffering, abuse then that information is only disclosed through the appropriate channels, in accordance with this policy.
3. Staff must treat any information they receive about a student in a discreet and confidential manner, understanding that it is the student's personal information. Any disclosure of information must be managed discreetly.
4. The student's identity must not be disclosed unless it is necessary to do so, and must only be disclosed to the applicable person/s who need to be aware of their identity.
5. Information relating to student protection concerns must not be disclosed in any public forum.

6. Wherever possible, the family/whanau should be kept informed of what information has been shared and to which agency, and for what purpose.
7. Staff may, however, disclose information under the Privacy Act/Health Information Privacy Code where there is good reason to do so – such as where there is a serious risk to an individual's health and safety (see privacy principle 11/Code rule 11).
8. Disclosure about the abuse or neglect of a young person may also be made to the New Zealand Police or Oranga Tamariki under sections 15 and 16 of the *Oranga Tamariki Act 1989*. Provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against the person making the report.

Storing Relevant Information

The Dean of Student Welfare and their Student Services team is responsible for storing all relevant information pertaining to Child Abuse and Neglect allegations and actualities.

The following information must be securely stored:

- A record of the concern
- A record of any related discussions (including copies of correspondence, where appropriate)
- A record of any advice received
- Action/s the School took, including any rationale
- A full list of concerns raised, if the notification is based on an accumulation of concerns (rather than a specific incident)

Appendix VI: Guidelines regarding Interviews with the New Zealand Police and/or Oranga Tamariki

If statutory agencies, the New Zealand Police or Oranga Tamariki, wish to interview a student, this is possible without parental permission providing the student consents and the School Counsellor (or if s/he is away, a member from the Leadership Team) is present to ensure the interview is not unnecessarily prolonged and is conducted in a manner appropriate to the School setting. The subject matter and content of the meeting are confidential to those taking part. Any police officer should be in civilian clothes. Alternatively, the Dean of Student Welfare or the School Counsellor may accompany the student to the agency for an interview. It is the statutory agency's responsibility to inform the parents or legal caregiver of such a meeting and any subsequent procedures.

Appendix VII: Guidelines regarding Staff Professional Development on Child Protection Practices

St Paul's College is committed to providing appropriate education to its Staff regarding best practice Child Protection procedures.

The designated person for Child Protection (the Deputy Headmaster – Operations and Pastoral) will address the School Staff on an annual basis regarding the contents of, and any recent amendments that have been made to, the School's Child Protection policies and practices.

Components of the School's Professional Development programme are also used to inform and educate Staff on identifying, reporting and responding to child abuse and neglect scenarios.

Documentation regarding all of the School's Child Protection policies and practices is available on the Staff Intranet site and is available to parents/legal guardians on request.

All new Staff must read the Child Protection policy and practice documentation that is provided to them upon their employment at the School.

CRISIS PLAN

Introduction

The following pages outline St Paul's College School Crisis Plan.

It is imperative that all Staff members who are employed by the School are aware of the purpose and nature of this Crisis Plan and the strategies that will be followed.

Postvention

Postvention is an immediate service to bereaved survivors after a sudden death or suicide which enables them to deal with the adverse effects of the tragic event. A postvention programme is an organised, pre-planned response to address traumatic loss in such a way as to effectively meet the emotional needs of all survivors – students, siblings, parents, caregivers, teachers, friends, etc. Postvention is a powerful form of prevention.

Rationale for Postvention Strategies

The impact of a sudden death or suicide puts other students and the community at risk. Intense feelings of shock, guilt, anger, anxiety and denial are present after a sudden death or suicide. By defusing these feelings through a thoughtful and comprehensive programme, future tragedies may be prevented. If students have help with grief resolution, then absenteeism, acting out behaviour, tears, ideas of death (including suicidal behaviour), can be reduced.

The procedures for handling sudden death versus a suicide death are the same except for the following differences: announcements, memorials and media coverage.

Crisis Management Team

The Crisis Management Team comprises of:

- Headmaster
- Deputy Headmasters (as required)
- The Assistant Headmasters (as required)
- The Dean of Student Welfare
- Dean of form level(s) as appropriate

This is not a definitive list.

Crises or school tragedies can take many different forms from gas explosions at school, outdoor education accidents, car, bus or train crashes involving students, accidental death on the school grounds, suicide, murder, etc. Therefore, people will be added or deleted from this list according to the crisis and its severity.

Others most likely to be included and who should therefore be cognisant of this policy are:

- Headmaster's Executive Assistant
- College Caretaker
- School Nurse
- Head of Physical Education
- Relevant form master, subject teachers or sports coach
- Appropriate ethnic support personnel

Responsibilities:

1. Headmaster

- Notify the Chair of the Board
- Chair the Crisis Management Team meetings in initial stages
- Oversee the overall organisation of the Crisis Plan
- Determine and approve all communications
 - a. Initial parent/family contact
 - b. Communications with students/staff
 - c. Assembly
 - d. Press
- Home Visits

2. Deputy Headmasters

- Liaise with the Headmaster and Dean of Student Welfare
- Initiate phone tree contacts
- Disseminate information to parents/legal caregivers, Staff and students as and when necessary
- School funeral arrangements
- Oversee the supervision of the Safe Room
- Contact any relevant local authorities
- Organise teacher relief where required
- Complete other general administrative tasks as necessary e.g. adjusting duty teams

3. Dean of Student Welfare, School Counsellors, School Psychologists and School Social Workers

- Organise a Safe Room. The Safe Room is manned at all times by a counsellor thus freeing the other Student Services staff to deal with all the other pressing tasks
- Organise outside support agencies e.g. S.E.S. Crisis Team, Kari Centre
- Inform the respective class, friends and associates
- Identify friends, associates and other at-risk students and assess their safety
- Organise counselling for students as and when necessary
- Liaise with parents/legal guardians of students closely connected with the deceased
- Liaise and communicate with other schools who may have friends of the deceased

4. Deans of Form Level

- Assist the Deputy Headmasters with administrative tasks as and when necessary
- Assist the Dean of Student Welfare in informing and checking on the class, friends and associates of the deceased
- Organise a list of:
 - a. Close friends
 - b. Associates and friends outside the School
 - c. Other at-risk students
- Monitor the attendance of affected students
- Organise and supervise the movement of affected students around the School, and in and out of the safe room

5. School Nurse

- Respond with any initial first aid, medical supervision, resuscitation and the co-ordination of medical care and supervision

6. Headmaster's Executive Assistant

- Deal with all incoming calls to the School
- Evaluate the calls and refer each of them to the appropriate person (only the Headmaster deals with the media)
- Assess whether visitors to the property are to have approval to be on-site.

7. Main Reception Staff

- Refer all calls to the Headmaster's Executive Assistant

8. College Caretaker

- Manage the site where any School property has been damaged
- Contact people from emergency services; New Zealand Police, Fire, Water, Gas, Electricity, etc, as necessary
- Set up "no go zones" if appropriate
- Ensure all visitors are kept off the property, until they report to the Headmaster's Executive Assistant to gain approval to be onsite

Guiding Principles

It is a pointless exercise to try to restrain emotions. Therefore, in the event of a death, students and Staff must be given the opportunity to express their grief, and be provided with a suitably caring and positive environment.

If possible, adopt an open and honest approach.

In suicide cases, it is important to stress the waste of life. Suicide is a poor choice. Do not glamorise it.

Ensure the overall focus is on returning to normal routines within the School and within the class as soon as possible.

The wishes of the family and the deceased are to be observed wherever possible, whilst keeping in mind that there are certain protocols that need to be followed around a suicide.

There may be cultural protocols which should be worked through and may require community expertise. For example, if the student/whanau identifies strongly as Tangata Whenua.

Managing the Crisis

Day 1:

1. Preparation

Whoever is first alerted to the situation needs to:

- Gain a clear understanding of the details of the incident
- Verify that the information is correct (with the Police or key family members)
- Gain permission from the parents/legal guardians as to what information to give out
- Contact the Headmaster and relevant members of the Leadership Team

The Headmaster will then co-ordinate an immediate meeting of the Crisis Management Team.

2. Planning

The Headmaster or a Deputy Headmaster will chair the initial meeting where the below tasks will be discussed and delegated:

- Decide if a phone tree needs to be activated
- Determine what information is to be communicated to the Staff, students and parents/legal guardians and how this information will be communicated
- Determine how students most affected by the crisis can be identified and brought together
- Consider whether any legal advice needs to be obtained (for example, if the matter relates to a workplace accident or incident)
- Organise the Support Staff. Brief them on what information they can share. They should have a written statement to guide them and should divert all calls to the Headmaster's Executive Assistant. They should also compile a list containing the names and addresses of all callers and well-wishers
- Obtain the assistance of necessary outside agencies e.g. Special Education Services Crisis Team
- Decide who addresses the media (in almost all cases this will be the Headmaster)
- Decide strategies for dealing with the media
- Draft a media statement
- Decide how teachers and other Staff are to be kept informed
- Decide how parents/legal guardians and students are to be kept informed
- Set up a Safe Room (in previous incidents this has always been the Heritage Room in the Library and has proved to be an excellent space)
- Contact other schools who may have siblings and friends of the deceased
- If appropriate, a newsletter should be prepared. It should go home on the same day. It should:
 - a) Provide parents/legal guardians with clear and accurate information about the incident
 - b) Explain to parents/legal guardians what has happened
 - c) Outline what is being done at School
 - d) Describe what to expect from their children and what they can do to help their child
 - e) List whom they can contact for information and support if needed.
 It should be signed by the Headmaster or Dean of Student Welfare
- Organise relief for the teachers/Deans involved in crisis management and the supervision for the Safe Room.

3. Initial Communication to all Students

This is only a general guide which the Crisis Management Team will add to, or delete, according to the particular crisis:

- Provide a clear statement of what has happened and what is likely to happen in the next 24 hours
- Explain how information will be provided to students over the next few days
- Explain how students can obtain counselling if they require it
- Offer students most affected by the crisis the opportunity to stay behind or meet at an appointed time
- Ask for student support in minimising rumours
- Remind the students they are not allowed to talk to the media
- Ask students to notify Staff if unknown people are on the School grounds

4. Initial Communication to those Students most affected or closely involved

These are only suggestions which are to be added to or excluded, depending on the particular crisis:

- Discuss the availability of counselling
- Provide information on likely reactions from those involved in the crisis
- Provide information regarding the Safe Room (it is usually the Heritage Room in the Library), and procedures for leaving class, leaving school, contacting parents/legal guardians etc
- Explain what will happen over the next few weeks

5. Debrief (at the end of Day One)

The Crisis Management Team must meet to review what has happened. The following tasks must be signed off:

- Establish that all parents/legal guardians and students that needed to be contacted have been notified
- Check that all allocated tasks in the 'Planning' phase have been completed
- Determine the procedures and requirements to be implemented for the following day

Day 2:

The Crisis Management Team, or part thereof, must meet to ascertain whether there have been any further developments overnight and to check the procedures in place for the coming day.

Factors of importance to consider are:

- The organisation of funeral arrangements
- A review of any communication and information requirements
- Whether another end of day review meeting is necessary

During the remainder of 'Week 1' of the Crisis

The following should be prioritised:

- Crisis Management Team meetings as and when necessary
- The organisation of any necessary funeral arrangements
- The distribution of grief material to Staff and families closely associated with the crisis
- The creation of a list of "at risk" students, with relevant teachers being notified

The Aftermath and Moving On

The effect of the crisis will likely continue for at least a year. Inquests, court hearings, Coroner's reports, and legal action may occur as a result of the critical incident. It is important that the Leadership Team knows and understands that legal action may arise.

The issue of memorials needs to be addressed. They are a way to remember the contribution someone made to the School community. This does not need to be rushed. If there has been a suicide, be very careful as there is a fine line between dramatising a death and doing something appropriate that allows students to express a sense of loss.

Some students will be more deeply affected by a crisis than others and each student will have different ways of coping with and expressing their grief. It is important to remember that the grieving process may take weeks, months, or even years.

**Assessing Degrees of Trauma
A simple guide**

Who?	Popular	=	6
	Well Known	=	6
	Other	=	3
Where?	At School	=	4
	Local Community	=	2
	Elsewhere	=	1
How?	Murder/Suicide	=	6
	Natural Causes (Unexplained)	=	3
	Accident	=	3
	Short Illness	=	3
	Long Term Illness	=	2

12+	High
8-11	Moderate
0-7	Low

Layman’s Guide to Risk Assessment

The simplest way to assess young people is to consider them in relation to the following four factors:

1. Happiness
2. Progress
3. Behaviour
4. Friendship

If there are sudden changes, or students are having difficulties, in one or more of these areas they should be more closely assessed. Please ensure you contact the appropriate Dean or the School Counsellors.